

University of Missouri

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# SPECTRUM

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*On Staff*

*There are approximately 6,000 UM employees in non-academic positions — those individuals who are on staff to do everything from type memos to clean sidewalks to produce television programs to sort mail. The list of duties is endless. The variety of those individuals who are on staff makes the University of Missouri a rich, diverse, productive, efficient and enjoyable place to work. Or so say four staff members we've profiled in this issue on pages 4 and 5. Barbara Olson Smith, above, works as a senior secretary in the UM-Columbia Department of Special Education. She and thousands like her keep the University functioning, and she's proud of her role in that process. Read her commentary on the multicampus staff council on page 6. Photo by Pat Nichols.*

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# Sale of South African investments sends signal

The UM Board of Curators has adopted UM President C. Peter Magrath's recommendation that it sell its retirement and endowment trust fund investments in U.S. companies holding investments in South Africa.

"I am convinced that a decision to adopt this new policy and to move toward a total and complete divestment of our ties with businesses having investments in South Africa is a policy that is both logical and necessary because it is educationally and morally correct," Magrath told the board at its December meeting.

"We should do so not because we arrogantly believe that what we do here can affect the course of events in the continuing tragedy in South Africa. We should do so because we believe it is the right step and the correct signal for the University of Missouri to give in fulfilling its highest values and ideals," he said.

The divestment program, one of the largest for any American university, is expected to affect about \$75 million of the University's retirement and endowment trust investments and will be phased over five years beginning Jan. 1.

UM has just completed a two-year \$7.1 million divestment of

investments in U.S. companies doing business in South Africa that did not meet equal opportunity standards set by the Rev. Leon Sullivan.

Magrath gave "three compelling reasons" for recommending selling University investments in American companies doing business in South Africa:

- The decision to further divest flows logically from the 1985 policy and affirms a concern for the social and moral implications of the University of Missouri's investment policy.

- The policies of the state of Missouri, and many other states and the nation, are based on an emerging consensus that the South African racial and political situation must change.

- The University of Missouri in 1987 is unequivocally committed to equality of opportunity and to minority education and this action sends an indirect but exceedingly powerful message about that commitment.

"A powerful symbol has grown around investments in firms doing business in South Africa, and our state and national policy, as well as other developments, contribute to the growing power of that symbol. By adopting the policy I recommend, we

will reaffirm our position that the University of Missouri strives to be a place open, hospitable and sensitive to the needs and concerns of black Americans — as it should and must be to persons of all races," Magrath said.

Magrath said that he was as concerned as anyone that the University's investments be safe and produce as large a return as possible. But he said that he was unable to find proof that the phased divestment approach he urged would be unsafe or unprofitable.

## Magrath calls new policy emotionally and morally correct.

Magrath told the curators that they and the University community could be proud of the policy that had been followed for the past two years, "even though it has not been free of critics."

The policy adopted by the board says specifically:

- That five years from Jan. 1, UM will no longer have investments in corporations holding substantial investments in South Africa.

- That the University's current policy for non-Sullivan signatory companies continue as the operative policy until the phased divestment is completed by Jan. 1, 1993.

- That the definition of "substantial investment" in South Africa be that of the Investor Responsibility Research Center: businesses that are deemed to have left South Africa are those that do not have substantial direct investments in South Africa and have announced an intention to withdraw their investments and are in the process of doing so.

- That the University officials responsible for investment policies continue to have full responsibility for maximizing the return on University investments, working with prudent and flexible investment managers, so that the record of good return on University investments for its retirement fund and endowment fund continues to have the success it has enjoyed in recent years.

## Assessment to test quality of instruction throughout UM

*The topic of student assessment is a complicated one and one that has, admittedly, created some concern and apprehension on the part of both UM faculty and students.*

*Since implementation of the student assessment program begins during the upcoming semester, a total look at the program, its origin, its intent and its implementation may allay some of the concern and highlight the potential assessment has to help improve overall instruction throughout UM.*

*The concept of student assessment was born with the University's long-range plan in 1984. It was approved by the UM Board of Curators and has remained a viable objective of the plan since that time.*

*Specifically, under the heading of Student Enrichment in the long-range plan, Goal 1 states: All baccalaureate graduates of the University should have a sound intellectual foundation in the liberal arts and sciences which provides the ability to reason and think critically, to write and speak coherently, to understand the important issues confronting society, to understand the importance of international affairs in an increasingly interdependent global environment, to continue learning throughout life, to understand our culture and history, to appreciate the fine arts and humanities and to understand the major scientific and technological influences in society.*

*Goal 2 states: In addition to a general education, graduates of the University should have a sound background in their areas of specialization to enable them to pursue their chosen goals.*

*Consistent with these goals, several objectives were developed, the sixth being most pertinent to the issue of assessment: The campuses, with the assistance of UM, will improve the University's ability to assess the extent to which it accomplishes its instructional mission. In particular, the University will improve its information in regard to: the extent to which students' skills and knowledge are improved by the University; the placement of graduates; the percentage of graduates who choose to pursue*

*advanced study; the achievements of alumni; and the results of self-assessments by students of their educational experiences and outcomes. This information will be incorporated in the University's internal process of academic program review.*

*It is estimated that UM's assessment effort will cost the University \$733,900 for this upcoming year.*

"One of the popular myths that surrounds UM's efforts in student assessment is that it is solely the result of Gov. John Ashcroft's interest in assessment and his involvement on the National Governors' Task Force on College Quality," says Nancy A. Marlin, UM assistant vice president for academic affairs.

"Gov. Ashcroft's role certainly has influenced all higher education institutions in Missouri, but UM's interest in student assessment began with the long-range plan."

According to Jay Barton, UM vice president for academic affairs, the efforts toward assessment of student outcomes is only part of a much larger total quality assurance program at the University.

Briefly stated, the goals of that program are:

- To attract and select qualified students who can benefit from a University education;
- To evaluate student performance continually and systematically in each and every course;

- To assess general education courses and programs by multiple measures, including standardized tests;

- To assess performance in the major field and in professional programs by nationally normed exams as well as by University-developed comprehensive examinations;

- To assess the long-term value of programs through a survey of graduates at periodic intervals, a survey of employer satisfaction and the use of visiting and advisory committees of business and industry leaders;

- To evaluate performance of

faculty and staff through annual reviews, student evaluations, etc., in order to select and maintain the best possible faculty;

- To maintain accreditation standards set by the North Central Association by accrediting groups for engineering, business, nursing, etc.; and

- To conduct periodic reviews of the curriculum.

The approach to student assessment that has been approved by the UM Board of Curators is complex and involves the participation of faculty in nearly every department and division of the entire University.

"About 18 months ago, faculty committees were established on each campus to devise what they felt was the most appropriate approach to assessment for their campus," Marlin says. "These efforts are intentionally campus-based because faculty must have the primary role in shaping the efforts on their respective campuses. So the overall assessment program has a great diversity, which naturally reflects the diversity of the four campuses."

"It is important that students and faculty realize that there will never be an attempt on the part of administration to compare the results of campuses. It's basically impossible because the campuses are using such variety and diversity in the means by which they will conduct their assessment program."

Barton says there has been a belief that the University is seeking some single, solid number that would allow it to rank itself in comparison with other institutions and even within itself among campuses.

"I don't know how to counteract that perception," he says. "That is not the goal. What we hope to do is improve the quality of education. Assessment is not designed to determine if each and every student achieves a certain minimum score; it's designed to see if the University was

effective in its instruction."

Marlin stresses that faculty in each division will be responsible for developing the measures that will be used to meet the second objective in this area of the long-range plan, that of testing students in their major areas of study.

"Faculty have been asked to develop agreed upon goals of what information and skills graduating students should have and then develop an appropriate measure," she says.

As far as assessment of general education, Barton and Marlin agree that achieving this goal is more challenging.

"It is difficult to find appropriate tests that accurately assess general education skills," Marlin says. "Any test of general education can only measure a fraction of what that student has learned, and the valued aspects of liberal education are particularly resistant to multiple choice tests. Nevertheless, objective, nationally normed tests exist that provide an estimate of these skills, but the limited value of these standardized tests must be appreciated and their interpretation must be consistent with the limitations of the tests."

"Any such assessment requires multiple measures; assessment of writing requires actual writing tests; how students perform in the 'real world' requires surveys of alumni and employers."

Two basic measures of assessing general education exist: the ACT COMP, or American College Testing's College Outcome Measures Program; and the Educational Testing Service's Academic Profile Test.

The ACT COMP offers total scores plus subscores in communication, problem solving, value clarification, functioning within social institutions, using science and technology and using the arts.

(Continued on page 3.)



# South African exchange successfully under way

It may be the only academic exchange program of its kind.

The University's cooperative educational agreement with the University of Western Cape in South Africa is the first known to exist between an American university and an open South African institution, according to Ron Turner, special assistant to UM President C. Peter Magrath.

Approved in December 1985 as part of the University's revised investment policy, the agreement calls for educational exchanges between the two institutions. In January 1986, Magrath appointed a committee representing faculty and administration on the four campuses of the University. The group is headed by C. Brice Ratchford, UM president emeritus.

"The exchange is under way and very successfully so," says Ratchford. "We're actually making exchanges. We've had several visits from UWC faculty and administration, and we have sent representatives from UM on a regular basis as well."

"The exchange is working better than any other that I know about. The University has at least two dozen exchanges in progress with international institutions. Some of them reap few results. But this one is working, and everyone who has participated has been very high on the experience. Many who have visited UWC are planning follow-up visits. We are after in-depth experiences. We don't want to be tourists."

From July 31 to Aug. 14 of this year, a second team representing UM traveled to UWC, under a grant from the Kellogg Foundation, to assist the UWC faculty in writing a proposal for funding from Kellogg for working in community outreach. Team Two was composed of Turner; Gene Robertson, UM-Columbia professor of community

development; and Bob Woods, director of the Center for International Programs and Studies and dean emeritus of the UMC College of Education.

At UWC, Rector Jakes Gerwel has appointed a rector's committee chaired by Dean Owen van den Berg, dean of the UWC faculty of education. The rector's committee, charged with advising Gerwel about the exchange, is described by Turner as a democratic and multiracial committee, the establishment of which is a big step for UWC.

## Exchange holds promise for faculty collaboration, learning.

"If the Ratchford committee and this exchange with UWC achieve nothing else, they have helped establish a framework — a UWC senate committee — for international collaboration and exchange," Turner says.

Every participant and program in the exchange is reviewed by the UWC committee, and they, in turn, administer UWC's portion of the exchange.

The trip provided the first opportunity for discussions between the two institutions since the appointment of the senate committee and the inauguration of Gerwel, who succeeded Rector Richard van der Ross, who initiated the exchange.

During the visit, the UM representatives met with more than 200 individuals in small groups, faculty meetings and public forums.

"In addition, we met with a number of representatives of the larger South African community and were able to gain an overview of the types of community involvement activities under way in several departments and communities — both urban and rural," Turner says.

The team toured several townships in the Capetown area including Old Crossroads, Nyanga, New Crossroads, Guguletu, Mitchell's Plain and Khayelitsha.

"Just before our departure, a member of the rector's committee summed up the view of his colleagues with the statement, 'The link is cemented. Thanks to the UM link, UWC now has an international committee in the Senate. The process has been beneficial to both sides,'" Turner says.

Since the visit of Team Two, two UM faculty members have made exchanges at UWC — Larry Debuhr, UM-Kansas City assistant director of the Center for Academic Development (see related story); and John Foley, UMC professor of English.

There have been three visits to UM from UWC faculty and administration. Many more are planned for the future.

Turner says the UWC enrollment is growing (9,000 now and projected to reach 18,000 by 1995).

"When you consider the highly charged political, social and economic environment in which UWC must operate, both its progress and its vision for the future are truly remarkable," Turner says.

"At the onset, there were a lot of questions both ways," Ratchford says. "They wondered about our motives, and some of our people wondered if they were not just some instrument of the South African government silently supporting apartheid."

"They have a very different structure than we have. Everything must pass through the committee. It's a different climate. Every action has a political meaning — and I don't mean democratic or republican. It's either apartheid or anti-apartheid. It dominates everything. If we have two chemists get together to work here, those considerations never enter the picture. But in South Africa, the citizens are political creatures in a complex political situation."

Turner agrees. "The South African government tries very hard to maintain student control, but under the state of emergency, students and faculty on the campus could be and have been detained. At the risk of arrest, members of the campus community are doing what they can to reach out to the people in the townships. In this difficult environment, UWC is tremendously committed to the exchange."

"We set out in the beginning defining ourselves as educational institutions," Ratchford says. "We're in the business of education and exchange of knowledge. UWC understands that we're sympathetic to their situation, but we're not going over there to change anything. They don't want us to."

"The main purpose from my perspective has always been to give our people a better understanding of the situation in South Africa. Then faculty can decide individually if they want to help and participate in the exchange. We are not going to take any action. To the extent that we collaborate with an institution that is anti-apartheid, perhaps we can do a little. But we're not setting out to correct the situation in South Africa. We're just providing opportunities for exchange of personnel and knowledge. This is all done in the educational context; we are not on a crusade."

## UMKC professor participates in South African exchange

Shortly after the visit of Team Two to the University of Western Cape in Capetown, South Africa, Larry Debuhr, assistant director of the Center for Academic Development at UM-Kansas City, began what was to be a highly successful exchange experience with UWC.

The purpose of his visit was to exchange information and ideas about the Supplemental Instruction program that has been developed at UMKC and to discuss the possible implementation of that program at UWC.

The SI program developed at UMKC is an innovative student academic support program that does not rely on individual tutoring and does not identify high-risk students; rather, it helps students develop the thinking and reasoning and learning skills necessary to do college-level work. It focuses on high-risk courses — primarily science, mathematics, history, economics — courses that require students to do abstract thinking and reasoning.

"The SI program is implemented through the use of paid SI leaders who are usually advanced undergraduates or graduate students who are knowledgeable in certain areas," Debuhr says. "It is more than tutoring. These students are in some ways mentors; they attend classes, take notes, do the required reading and then meet in small groups

with the students to answer questions and try to get the students to process the material. They are not there to re-teach; they are there to help students develop the skills they need to handle the classwork on their own."

The program was the first to be validated by the Joint Dissemination and Review Panel of the Department of Education. Since 1981, the center at UMKC has worked with at least 150 other American colleges and universities to start similar programs. Debuhr estimates that 75 to 100 colleges and universities are using the program.

When proposals were solicited for the South African exchange program, Debuhr's proposal to introduce SI to UWC was accepted. The specifics of his proposal matched closely the efforts of Merlyn Mehl, director of the Gold Fields Resource Center in South Africa. Debuhr and Mehl met when Mehl was in the United States for six months earlier this year. They were able to do much preliminary planning that made Debuhr's initial visit much easier.

While at UWC in August and September, Debuhr met with nearly every department and division at UWC to explain SI. Since Debuhr is also a professor of biology, he spent some time lecturing to botany and biology classes at UWC and other institutions. He had many informal contacts with staff and faculty of the Gold Fields

Resource Center and the Department of Botany and Zoology.

"They are going to be starting an SI program at UWC," Debuhr says. "It is going to be offered in at least four or five science courses by February."

"Early in January, Lionel Bening of the Gold Fields Resource Center will visit UMKC and spend five to six weeks in the same training that we give our SI leaders. Then he will assist the staff at UWC as they pilot the program there."

Debuhr's impressions?

"I was pleased. I learned a great deal," he says. "I believe the initiation of the SI program could result in some long-lasting collaborative relationships. I hope to return to UWC in the future to evaluate the program and conduct a weeklong training session for representatives from other institutions. A workshop of this nature would establish UWC as a leader in SI in South Africa."

Debuhr believes the entire exchange program has tremendous potential, especially through more programmatic exchanges. He did not encounter much skepticism about his role in the exchange.

"Quite frankly, after talking about SI dozens of times to different people at four or five universities, I found that all of the questions they

asked were the very same questions that we have had from institutions in the United States," he says. "Their students are not very different from our students; the way they are thinking, reasoning and learning is pretty much the same. The structure might be different, but when you get down to the issues of instruction and learning, the concepts are basically universal."

"The thing I discovered that the South Africans don't want is anyone coming and telling them, white or non-white, what it is they are supposed to do," Debuhr says. "They don't mind if you point out areas that need improvement, but they don't want to be told what to do."

"I told the faculty that I really wasn't there to sell SI — I was there to tell them about it and let them decide if it was appropriate or useful for their institution. If other institutions are interested, UWC will soon be in a position to help them."

"Our presence there is important and has a lot of potential," Debuhr says. "I think it reinforces the government's position when the country is isolated because then it is much harder for other people to know what is really going on in South Africa. Once you've been there, you have a more accurate picture."



## Another perspective: a conversation with Gene Robertson

Gene Robertson, professor of community development at UM-Columbia, was part of Team Two that visited the University of Western Cape this summer as part of the UM/UWC educational collaboration.

Robertson is black. His perspectives and the story of his involvement in the South African exchange are interesting because they begin with his basic interest in Africa as a whole and freedom for blacks throughout the world.

"I have an interest in black people being free in the United States and Africa and other places of the world," Robertson says. "Inequality bothers me anywhere it exists. To achieve circumstances of equality may require that we call on strategies that are not always totally non-violent.

"I don't believe in marching to get what we need," he says. "I'm more concerned with boycotts, with sanctions, with having enough resources and power that black people can negotiate from a power stance. So I went into the South African exchange carrying all of that baggage with me."

Robertson admits that he viewed the University's concern with divestment with some skepticism. But since he had personally been interested in addressing the issue for some time, he "jumped at the chance to assist the effort here." Robertson was one of the few faculty members who demonstrated at the reception for UM President C. Peter Magrath when he came to campus.

Then, when discussions with UWC began, Robertson again became skeptical.

"I thought this was just a token gesture from the University in trying to deal with the divestment issue," he says. "I dismissed it.

"Then we learned there were people from UWC who were interested in working with our department in community development, and so I had to approach the exchange from my role as a faculty member. It was a totally different perspective than my personal one.

"In the department we began to talk about our work with other countries where there was violence, where people were oppressed, where things were not going along with what

we perceived as good government, and yet we had played a part and tried to help those people. We decided the South African situation was no different."

Robertson volunteered to investigate how his department might become involved. He wrote a proposal that indicated the willingness of the department to work with faculty from UWC and invited them to an international seminar sponsored by the department.

"I never heard anything from the proposal," Robertson says. "I knew they had it, but they hadn't responded. My skepticism about the whole exchange grew. But I did know that if there was an opportunity to go to South Africa that I would take it because I wanted to really see what was happening over there. I blocked off a portion of my time to go, but after a year, I dismissed it and decided that it was all some kind of game."

### Robertson not only confronted educational issues, but personal ones as well.

Early in the summer, Ron Turner, special assistant to Magrath, called Robertson to inquire about his interest in being part of a team that would travel to South Africa to discuss the exchange and the possibility of developing a proposal to be funded by the Kellogg Foundation. Robertson went to meet with Turner, frankly, "out of curiosity." He learned that Bob Woods, former dean of the UMC College of Education would be going. He and Ron would round out the team.

"Ron explained honestly where he was coming from and the extent of the proposal," Robertson says. "We were to do nothing more than see if UWC was willing to do anything with Kellogg. I defined myself to him, discussed my personal feelings, and he discussed his. We decided that if we could all go in the spirit of the

mission, that it would probably be successful. I thought it over for a day or so, and then it was a mad rush to get the three of us ready to go."

Before their departure for South Africa, Team Two met with the Ratchford committee, and Robertson finally had an understanding of the inertia he had encountered before.

"UWC was in a holding pattern," Robertson says. "They were in the middle of changing rectors, for instance. I began to realize that the University was not approaching this as a divestment issue, but as an educational collaboration. I could buy into that mission very easily, so I felt very comfortable about going.

"However, I knew that I was going to have to answer a lot of questions from people with whom I had interacted in terms of divestment and with whom I had shared some skepticism about the Ratchford committee. I decided to cross that bridge when I reached it.

"I also realized that for those of us concerned about divestment, this was a wonderful chance for me to gain some first-hand knowledge of the situation."

The team met together with UWC faculty and administration to be sure that the same message would be consistently communicated by UM. Robertson soon realized that UWC was encountering some problems communicating the intent of the exchange internally. It took time for the two groups to reach a level of understanding and mutual trust.

Robertson concedes that at some faculty meetings there were heated discussions, and he found himself being an advocate for a process he had originally questioned. But he was adamant about the value of the educational enterprise.

"We eventually turned a corner, and we began to discuss the possibilities for the proposal," Robertson says. "We started moving fairly heavily and intensely with a lot of people who had ideas for the proposal. Eventually it got to the point where we had to break up to be able to meet with everyone, and so I was able to meet some of my personal needs in terms of talking individually with some of their representatives. All in

all, we all met our personal agendas and that of the mission, and it was very successful."

Robertson finds himself very supportive of the enterprise now even though he thinks it may have been conceived for the wrong purpose—in other words as a response to the concern for divestment. He saw the value of it and felt comfortable facing the inevitable questions that confronted him upon his return.

"I was eager to come back and talk about it," he says. "I made a campus presentation in which the questions that I expected to be raised were raised, but I was comfortable with my role. I was as honest as I could be. I didn't satisfy the people who had not had my experience, but I gave them enough information that they are considering going over themselves. And the same is true of the representatives of UWC. They still have some skeptics there who may want to visit UM to get a different perspective."

Robertson feels, however, that the University needs to send not only the discipline specialists to South Africa, but the people who are politically active as well.

"You can't understand it until you have experienced it," he says. "They shock you when you discuss things that we just take for granted and they say it isn't that way over there. It's a way you can't learn from a book or from the media.

UWC indicated an interest in working with Kellogg. Representatives from UWC have submitted a proposal, and Kellogg officials will be discussing it with them early next year.

Robertson's department is still exploring ways it may be of assistance to UWC.

"Our principles of community development are based on democratic principles," he says. "With an undemocratic context in South Africa, it is difficult to see how we can be of much help to them. We talk about principles of citizen participation, of holistic decision making, and none of that exists over there. And even though there are situations in America where certain groups are left out of the decision making process, it isn't of the magnitude that it is there. There are possibilities. But we're certainly not going to transform anything."

Finally, Robertson confronts one of the most valuable lessons he learned.

"I went over there with the misconception that everything over there must be less than it is here, and everybody over there must be less than they are here in terms of knowledge," he says. "And I found some South Africans — both black and white — that have an awful lot to offer to us."

## Celebrate!

*If your campus group would like to be a part of the University's sesquicentennial celebration in 1989, it's time to have your event put on the calendar.*

*To discuss scheduling or planning of your event, contact Don Haskell, director of University events, 320 Jesse Hall, Columbia.*

*Participation from groups representing any of the four campuses is welcome.*

## Assessment (Continued from page 1.)

The ETS APT measures skills in reading, writing and critical thinking within the context of the humanities, social sciences and natural sciences.

Campus by campus, the following will be used for measurement of general education skills:

**UMC:** A sample of more than 1,000 sophomores and juniors will be tested in February and March 1988. In addition, a sample of 200 students will be assessed on writing and critical thinking using essay questions. Results will be reported to the UM Board of Curators during the summer of 1988.

**UMKC:** During March and April 1988, 90 seniors will take the ACT COMP and 30 seniors from arts and sciences will take the same exam. Since enrollment in fall of 1987, all students have been taking the English Proficiency Test as a prerequisite to the required junior level writing course. Results will be reported to the Board of Curators during the summer of 1988.

**UMR:** On Assessment Day in

1988, the ETS APT will be administered to all juniors and the results reported to the Board of Curators during the summer of 1988.

**UMSL:** The ACT COMP will be given to all freshmen and a sample of 400 juniors and seniors. Already 200 students from the first writing course and the junior writing course participated in assessment of writing and critical thinking. These results will be reported to the Board of Curators during the summer of 1988.

Some overall principles are guiding the assessment program approved by the Board of Curators:

- The program will focus on institutional and programmatic assessment. The institutions will analyze and use group data to strengthen curriculum and student learning.

- Assessment results will not be reported on a student's transcript because the validity of the tests used to measure general education is rather low. The grading system is, and will remain, the primary assessment

program for individual students.

- On some assessment measures, all students will be tested. On other measures, selected samples of students will be tested. All students will participate in assessment of their major fields; samples of students will be assessed in the areas of general education, attitudinal, alumni and employer surveys.

"The University is committed to providing high-quality education to meet the personal and professional needs of its students," Marlin says. "We do not want to concentrate solely on vocational education. That is why our programs are so diverse.

"Assessment and calls for accountability are the manifestation of public concern about the perceived decline in the quality of college education. I hope that the assessment activities will encourage the faculty to articulate their goals and aspirations for undergraduate students and will provide data as to how effectively we can meet these goals."



## Mary Ann Kuchta

If you needed a detailed drawing of a facial nerve surgery, to whom would you turn?

Or if you needed cartooning, or a series of charts and graphs, or a color illustration of the entire human respiratory tract, whom would you seek?

At the UM-Kansas City School of Medicine, an entire host of medical professionals turns to one person — Mary Ann Kuchta, medical illustrator — who can take a physician's rough pencil sketch or even a few technical terms describing a medical procedure and translate them to a fine pen and ink drawing suitable for publication or a colorful illustration suitable for use in a videotape or slide presentation.

She's a rare breed of artist — well-trained, greatly talented and highly sought after throughout the medical field.

Kuchta works in a small — no, rather confined — area of a larger graphics department in the Office of Educational Resources at the School of Medicine. There she's isolated from the hustle and bustle of the television studio, the hectic pace of the publications unit and the traffic of the audio-visual library. She likes the privacy and the quiet, for it's there that she communicates with her clients to best understand what it is they need graphically represented.

"Basically, I see myself as a translator," Kuchta says. "Someone has an idea, and it needs to be communicated. It depends on the audience, whether it's for medical or patient education, for instance, and it depends on the medium. Basically I work for doctors, but I have worked

with nurses too in developing illustrations to help them educate patients on their care.

"Many of my drawings tend to be black and white pen and ink illustrations that professors intend for publication. Those are the ones that require the specific detail that I may only get from actually watching and photographing a surgical procedure. Then I can draw it. But I can't draw it until I understand it myself."

According to Kuchta, there are about 10 schools in the United States now that offer a program in biocommunications arts that is certified by the National Association of Medical Illustrators. The University of Illinois, where Kuchta got her training, is one of them.

Kuchta went through an intensive five-year program that included courses not only in illustration, art and graphics, but medical courses as well, such as pathology, anatomy and histology.

"That makes things much easier when a physician is trying to communicate what needs to be illustrated," Kuchta says. "We can skip a lot of the usual 'Now, what is that, and what does it do?' sorts of questions and get down to specifics."

In a field as competitive as Kuchta's, it's easy to wonder why she has stayed at the University for nearly eight years.

She laughs. "Well, it certainly hasn't been for the salary," she says. "I have excellent working relationships with the departmental chiefs here, and the doctors for the most part are excellent to work with. That's basically what keeps me here.

"Plus I'm able to attend national



Mary Ann Kuchta

meetings of the Association of Medical Illustrators and bring back ideas and concepts to incorporate into my work."

It's difficult to get Kuchta to say what she does well, but her supervisors have no trouble.

James Soward, who heads the entire educational resources unit, calls Kuchta "an outstanding person."

"She's a very versatile artist," he says. "She's an accomplished medical illustrator. We recently did a half-hour video for the Truman Medical Center Charitable Foundation that was played at their annual dinner celebrating Truman Medical Center Corporation's 25th anniversary. Mary Ann did all the

animation sequences for that, and it was the hit of the evening."

With her demanding workload, one could envision Kuchta in her little corner of the graphics department all hours of the day and night. And although she has worked some late nights, she freely admits she's not a workaholic.

"I'm active in my church and I enjoy horseback riding and canoeing," she says. "I love to read, and I have recently taken up several crafts.

"I don't know how this profile came about," she says. "I just do my thing, and I try to be better each day and strive for excellence."

## Gary Fields

Employees at UM-Columbia breathe a cool sigh of relief each summer because of Gary Fields.

Fields, who works for campus facilities as a mechanical trades specialist/refrigeration, works with a crew of three other people to keep employees cool and comfortable in the summer. If it involves refrigeration, whether it's a water fountain or a 600-ton chiller, it involves Gary.

He's been doing it for UMC for 13 years. He learned refrigeration

maintenance and care in the Air Force. When he was discharged in 1970, he went to trade school for two years and then worked for a firm in St. Louis that eventually transferred him to Columbia. The firm left, but Fields didn't want to, so he stayed and started with UMC in 1974.

"I get a lot of enjoyment out of my job, especially in the summertime," Fields says. "Although air conditioning maintenance is hot, dirty work, it's a challenge when you get a call that

something is not working and you have to go use your training and skills and troubleshoot until the problem is solved. It's a good feeling to get things up and running again and know that the people in those buildings are comfortable."

He has served on the UMC Staff Council for the past three and a half years, but decided not to run for re-election this year.

"Right now, I'm just too involved in too many other things," he says. "It was time to give someone else a chance to express new ideas. It was time-consuming, but I got tremendous pleasure out of serving on the council."

Although Fields is leaving the council, there are many things that he would like to see continued as concerns of the group. One of those is retirement at age 55 after 30 years of service with full benefits.

"We hope to get the curators to act on that before long," Fields says. "We found that if we worked and worked, eventually we would make an impact. Chancellor Monroe is very interested in the staff council, so I think its work will continue to be important."

Lowell St. Clair, UMC supervisor of maintenance operations, says Fields has a tremendous loyalty to the University.

"Gary has always accepted his share of the responsibility and overtime calls," St. Clair says. "He definitely has the University's interest at heart. And he's dependable."

"I'm proud to be a University

employee," Field says.

Fields could have other options. Through Columbia College's Extended Studies Program, Fields completed an associate's degree and then a bachelor's degree in business administration.

Fields likes to think he maintains a good balance between a busy work schedule and a busy family and community service schedule. He is a scout leader, proudly wears a three-gallon pin for donation of blood to the Red Cross and coaches his sons in their bowling league on Saturdays.

In addition, he has been a member of the Air Force Reserve for the past six years. He has achieved the rank of master sergeant and plans to remain in the reserve until retirement.

Fields belongs to the Refrigeration Service Engineers Society. He was recently asked to be shop steward for Local Union 45.

In 1985, Fields received one of 80 St. Louis Globe-Democrat Outstanding Achievement Awards given to individuals in the reserve programs throughout the state. In 1986, he was named a noncommissioned officer in the reserves. And he has earned his scouter's key through the Boy Scouts of America.

"A lot of the rewards I get from the things I do at work and away from the job are not things you can hang on the wall," Fields says.

"I stick with something my folks instilled in me when I was a boy: 'Find something you like and stay with it.' I've been lucky to be able to do that at the University."



Gary Fields



# Leitha Haffer



Leitha Haffer

Leitha Haffer is a walking archive.

After 21 years in various capacities in the Office of Academic Advising in the College of Arts and Sciences at UM-St. Louis, Haffer knows the answer to just about any question — sometimes before it's asked.

"She has a way of just anticipating our needs," says Jeannette Ervin, one of the academic advisers who works with Haffer. "You rarely have to give her any instruction; she just does what you need. I don't know what we would do without her."

"I am part of the fixtures around here," Haffer says. "I started out in the office as a clerk, then I was the receptionist and then I was promoted to secretary. Before I came to the

University, I tried a year of nurse's training, and I decided that wasn't for me. This, however, definitely is."

Haffer does secretarial work for the assistant dean of the college, two professors and four academic advisers. She does the mailings for the International Studies Cluster and maintains clerical duties for the Academic Advising Committee of the college. She types degree audits, maintains student records and oversees grade changes and changes in majors.

"As long as she has been here and as much as she knows about how things operate, she could easily advise students, for instance," Ervin says.

"But she doesn't. She tells them to see one of us or see the dean. She knows the rules and responsibilities of all the staff, and she really keeps things running smoothly."

Obviously Haffer has a loyalty to the University and to her division.

"I like working at the University," she says. "The benefits are good, and the people I work with are great. I've been offered positions in other departments, but I would miss the student contact I have here, and I would miss all these people."

Grace Derda, another adviser, says she is constantly amazed at how Haffer handles her workload.

"She definitely supports us," she says. "She types all of the graduation lists and our graduation audits. The work comes in continuously, and I'm amazed at how quickly she can turn around the work we give her."

"And she not only types. She has a creative mind. We might have a concept for a form or a document that we need, and we tell her what we have in mind and she produces it."

An example is the UM-St. Louis — St. Louis Community College Equivalency Guide the advisers use. Haffer helped develop the format for the document that made it easy to read.

"Last year we celebrated her 20 years of service here, and all the arts and sciences deans and other staff were here to congratulate her," Derda says. "We're so glad she has stayed with us. A lot of staff have changed over the years, but having Leitha here is like having a constant reference on how things should be done. She is the continuity in this office."

Ervin agrees. "She trains all the new employees," she says. "She even trained me on the front desk so I can fill in if needed. And anytime any of

the professors on campus needs anything, they all call Leitha."

"I've never really thought of myself as being special," Haffer says. "But I do have an attitude about the students that I think is important. I try to treat each one fairly and with the same enthusiasm as the last. If it weren't for the students, none of us would have a job. Lots of people ask me how I can repeat the same information over and over, and I just keep in mind that this student has never asked that particular question before."

"The times I like least are the times when I have to deal with the budget, and it gets down to whether or not we can afford paper clips or not," she says. "It's frustrating not to be able to make first-class mailings sometimes so that we can keep addresses updated. Arts and Sciences has about 6,000 students that we try to keep track of, and it's nearly impossible. Those are the hard times."

Away from the office, Haffer is an avid reader. She says her home is a lending library for the neighborhood. And she is a rabid sports fan, especially of the St. Louis Blues.

"Sure, there are days at work when you think, 'I can't take this anymore.' Those are the days when you're trying to talk to a student and the phone keeps ringing," Haffer says. "But I take things in the order that they come, and somehow it all gets done. It's a pleasure to be able to get up in the morning and go to a job where you feel needed and can enjoy it at the same time."

# Ron Bohley

Ron Bohley thinks he has the best job at UM-Rolla.

He's the director of library and learning resources, and he loves it. His enthusiasm for that position is endless, contagious and has resulted in revolutions in library service, automation and staff morale.

"I've been with the library for 22 years," says Dottie Hargis, administrative assistant to Bohley. "So I have seen the changes since Mr. Bohley arrived. And the difference in the library now and then — well, you can't really even compare it. He's made so many changes."

Bohley doesn't see it that way. "We" is his catchword — never "I."

"We think we have a good library," he says. "It is very heavily used, more so than ever before, regardless of the size of the student body. One thing that we do well is computer literature searches, not only for faculty but for graduate and undergraduate students as well. We're small, but we're considered a leader in the state in many areas of library automation."

Bohley's interest in public service has melted down the bureaucratic image that many people have of a university library.

"A library can get the reputation of being an institution that sits somewhere in the stratosphere," he says. "You feel cowed by the atmosphere sometimes. You think of what you'll have to suffer when you ask a librarian — stereotypically that little lady with a bun and a scowl — for help. You're right here in the middle of this University, and you

don't want to appear stupid. So you don't want to ask."

"We try to make sure that we're approachable and can help you find what you're looking for."

Susan Singleton, one of the reference librarians who has been at UMR for eight years, agrees.

"We have a strong orientation toward public service," she says.

"Before Mr. Bohley came, as I understand it, the librarians were in the back, pretty much unavailable to the patrons. Now we're right up front."

Before coming to UMR in 1976, Bohley was library director for the North Central Campus at Purdue. He received his master's degree at Indiana University.

"Our interlibrary loans have increased from fewer than 1,000 per year in 1976 to about 12,000 per year," he says. "That's nothing short of fantastic. We've moved that department from a corner where it was not even visible to up front where it is much more accessible."

"We started our retrospective conversion and putting everything on the LUMIN system before any other library in the University. We grow at the rate of about 8,000 to 12,000 volumes a year, depending on funding, although most of our data is journals. The library had 200,000 volumes in 1976; now it has 400,000."

Bohley oversees the work of 25 people, primarily the two assistant directors of the library, one in charge of technical services and one in charge of public services. The manager of the radio station, KUMR, reports to him,

as does the part-time curator of a mineralogy museum.

"I believe in management by walking around," Bohley says. "I think I know pretty much what everyone does — not that I could do their jobs. But I have been known to fill in at the reference desk from time to time. I'm very visible. I sit in my office and shuffle the paper I have to shuffle, then I'm out."

"He's a very non-directive supervisor," Singleton says. "He tries to choose good people and let them do what they do best. Due to his efforts in automation, the library is highly respected on campus."

And all of that enthusiasm doesn't end at 5 p.m. Bohley is an avid

antiquer and has four flea market booths throughout the state that he keeps supplied with refinished furniture and other "stuff."

Bohley is president of the Missouri Library Network Corp. and is on the executive and legislative committees of the Missouri Library Association.

"Trying to find money is the part of my job I like least," he says. "But a library is like motherhood and apple pie. Faculty appreciate a good library. Compared to some of the other jobs in the University, a librarian's job is probably not as stressful as some, but providing a service takes hard work and talent. I think we do it well."



Ron Bohley visits with Shirley Salts, library clerk.



## Committee *(Continued from page 6.)*

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Without a thorough understanding of that procedure, the PPO concept can seem limiting and restrictive.

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One point about utilization review that needs clarification is that it applies to everyone seeking hospital admission whether the attending physician is a PPO provider or not. The employee should make sure that the physician contacts HealthLink or PHP before being admitted for in-patient care.

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*(Continued on page 8.)*

### *For your benefit: questions and answers*

**Q:** How do the changes in employee benefit plans made by the Board of Curators at the December meeting affect me?

The curators approved amendments to three plans that will allow compliance with the 1986 amendments to the Age Discrimination in Employment Act which require coverage of eligible employees who choose to work beyond the age of 70 and continue to participate in the plans. *These changes apply only to active employees who are neither tenured faculty nor police officers. The changes do not apply to retired employees.*

The long-term disability plan has been amended to allow for a maximum benefit period of one year for any active employee, age 70 or over, who is enrolled in the plan and qualifies for benefits from an eligible disability that occurs at age 70 or later.

The group term life insurance plan will now allow those active employees who are enrolled in the plan and who are age 70 or older to be entitled to term life insurance coverage of 20 percent of the coverage base at which the employee would have prior to age 55.

For example, a 70-year-old employee earning \$25,000 per year and enrolled in Group Term Life Insurance Plan C (coverage at three times salary) would be insured for \$15,000 (3 x \$25,000 x 20 percent).

Under the accidental death and dismemberment plan, coverage will be extended to active employees age 70 or older at the following rates:

- age 70-74 — 70 percent of enrolled amount
- age 75-79 — 45 percent of enrolled amount
- age 80-84 — 30 percent of enrolled amount
- age 85 and thereafter — 15 percent of enrolled amount

The monthly premium will continue to be based on the enrolled amount for any participating employee. Accordingly, a 72-year-old employee whose enrolled amount is \$100,000 would only be entitled to \$70,000 coverage; however, the premium would be based on the total enrolled amount of \$100,000.

**Q:** Since the initiation of the preferred provider organization, I have been confused about where to send my medical claim forms. Where do we send medical claims now that we are part of the PPO network?

According to Mike Paden, UM director of employee benefits, it depends on where your medical services are rendered.

"Claims for services rendered in the greater Kansas City area should be sent to Preferred Health Providers, 6601 Rockhill Road, Kansas City, 64131," Paden says. "Claims for services rendered elsewhere in the state should be sent to HealthLink in care of Post Office Box 28223, St. Louis, 63132. No claims are sent directly to Provident Life and Accident Insurance Company any longer. Eventually all claims end up there for payment, but they should initially be sent to these other addresses."

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*(Continued on page 8.)*



## Curators elect news leaders

New leaders for the UM Board of Curators will take office Jan. 1 and will serve throughout 1988.

Jeanne V. Epple of Columbia has been elected president and John P. Lichtenegger of Jackson has been elected vice president of the governing board.

W.H. "Bert" Bates, a Kansas City attorney, served as president during 1987 with Epple as vice president.

Epple, who has been a curator since 1983, was born in Carrollton and attended school in Norborne. She received a bachelor's degree in home economics from the University of

Missouri-Columbia.

She is active in community and charitable activities including the United Way, Boone County Mental Health Association, Cancer Research Center and boards and councils of the United Methodist Church.

Lichtenegger, who has been a curator since 1985, is an attorney and also farms. He is a native of Jackson and holds political science and law degrees from the University of Missouri-Columbia.

He is also active in a number of civic and community organizations, including scouting.



Jeanne Epple



John Lichtenegger

### Utilization review *(Continued from page 7.)*

- Discharge planning: For illnesses requiring extended hospitalization, HealthLink/PHP's team of registered nurses and physicians will explore opportunities for you to return home as soon as prudently possible for your care and family.

"HealthLink/PHP also helps in coordinating discharge planning, social services, resources in home health care and rehabilitation services when they are necessary," Paden says.

- Retrospective review: When you are discharged and your bill is submitted, the claims will be carefully reviewed to assure that only care that was necessary and appropriate is charged to your account.

According to Paden, there is a formal appeals process should you or your physician disagree with a utilization review decision. The medical director from HealthLink or PHP will work with a panel of independent physicians to review the decisions.

"We anticipate absolutely no

problems with utilization review procedures," Paden says. "Physicians within the PPO network will immediately comply and those outside the network already have been complying as well. The first day the PPO program was in place, here in Columbia we were advised of six admissions to a hospital that is not a PPO provider and all of those were called in.

"In some utilization review programs, there are penalties for non-compliance, but the University did not feel that was necessary for our program. This is an obvious benefit for the employee and the plan, so there really is no reason for people not to comply."

Numbers to call for utilization review procedures are:

St. Louis: (314) 432-5465

Kansas City: (816) 276-7316

Other locations in Missouri: (800) 843-6254

Illinois: (800) 624-2356

## SPECTRUM

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